

## PUPPET AND POP UP PICTURES AS THE STORY TELLING MEDIA TO BUILD STUDENTS' MOTIVATION IN ENGLISH COMPETITION

**Ratih Yulianti**

*Persahabatan English Course Tulungagung*  
[ryulianti88@gmail.com](mailto:ryulianti88@gmail.com)

**Mohammad Adnan Latief**

*State University of Malang*  
[a.adnanlatief@gmail.com](mailto:a.adnanlatief@gmail.com)

**Abstract:** Instructional Media in English language teaching has an important role to make the English learning more attractive and accessible for the students. Teachers have to be creative to make learning English as fun as possible since fun learning will make the learning process effective and efficient. Students will improve their creativity if the teachers can show a model for them. Media, such as puppet and pop up pictures are attractive for story telling activities. It is useful to help the students understand the story better especially for the young learners' class. Moreover, junior high school student are able to create the media to support their performance and build their motivation in English learning. This article focuses on building the students' motivation to join the English Competitions through puppet and pop up pictures as the story telling media. Several English competitions are held by many high schools for the junior high school students like speech contest, English songs contests, Olympiad, and storytelling contests. The most common competition held is story telling since this competition needs both the students' English speaking ability and high creativity to create attractive media. Findings show that puppet and pop up supports the students' performance in the storytelling contest and motivate them to join another one. This article tries to help teachers know better the use of media not only for teaching and learning in classroom but also for their students' motivation and performance in joining English competitions.

**Keywords:** *puppet, pop-up, storytelling competition, motivation*

### Introduction

English teachers do not only teach the language skills and language components separately, but also teach the student about skills of life and characters. In this technology era, teachers are getting more creative and innovative in using instructional media for the teaching and learning process. Students who get used to high technology gadgets in their daily life will find the learning boring if the teachers still use monotonous ways of teaching. The more interesting the English class is the higher motivation the student will have. This is the important role of media in teaching and learning.

Media is the means of communication that sends the message from the teachers to the students. Heinich and Romiszowski in kasbolah (2007) mentioned that media is the carriers of messages. According to Suyanto (2007), media includes visual, audio, or audio visual media.

Many students in schools with good English are not interested to join English contests which are often held by many institutions all over Indonesia. High schools and universities run a lot English contests to challenge the students' oral ability in English, such as speech contests, news reading contests, debate contests, spelling bee contests, storytelling contests. This paper focuses on discussing the storytelling contests for students to show their oral English ability and their creativity of using media to support their story. *Puppet and pop up* are two good media to motivate the students in joining English contests. By *puppet and pop-up media*, the students' performance can be made more interesting, and therefore the story telling that the students try to show will be more successful, the messages of the story created by the students can be understood and accepted easier by the viewers, audiences and judges of the contest.

### Puppets

Puppet is a traditional art used to entertain people and teach about character building through the characters of the story. There are three kinds of puppet namely *shadow puppet*, *doll puppet* and *people puppet* in Indonesia. According to Suyanto (2007) puppet can be classified into three; *finger puppet*, *glove/hand puppet* and *stick puppet*. While Sarma and Devi (2013) offered other kinds of puppet; *string puppet*, *glove puppet*, *rod puppet*, *shadow puppet*, *paper puppet* and *water puppet*. This paper focuses on the use of *shadow puppet*

combined with *the stick puppet* to be created by the students to support their storytelling. On November 7, 2003, UNESCO designated *wayang kulit* from Indonesia as one of the *Masterpieces of the Oral and Intangible Heritage of Humanity* (Wikipedia).

### **Pop Up Pictures**

Longman dictionary (2004) defined pop-up as a book, card etc with a picture that stands up when you open the pages. According to Faradisha (2013) pop up picture is an instructional media that relates to the characteristics of the students since it influences their sensory aids. Besides, pop up pictures are media that can be played by the students, are colorful, have interesting forms and are compatible with the learners' interest. Pop up pictures can be divided into 2D and 3D..

### **Motivation**

Emaliana (2012) stated that motivation is the learners' goal or orientation. According to Harmer (2007), motivation is an essential part of the success for the learners to reach the goal. Motivation is the key of success (Hapsari, 2013). If the students have low motivation, their achievement must be low as well. Deniz (2010) in Hapsari (2013) stated that a certain degree of motivation will lead a person to overcome the difficulty in learning a language after conquering the challenges of learning English. Students who are eager to join competition must have a high motivation in learning English.

### **English Skill Contests**

Competition is an organized event in which people or teams compete against each other. English competition may be done for written competition or oral competition. The written competition can be done in the form of scramble words or English Olympiad like TOEFL or TOEIC Olympiad. The oral English competitions are usually done in the form of speech, news reading, spelling bee, storytelling, and debate contests.

### **Creating Shadow Puppet**

According to Rachmajanti (2012), the materials needed in creating the shadow puppet include duplex paper, scissors, double tape and tape, glue, stick or thin wire, permanent markers, kalkir Paper (transparent paper), table lamp, card table or small table, Styrofoam, and mica paper. It usually takes about 4 hours to create the puppets and needs 4 meetings (4x90') to practice performing.

It takes several steps to make the shadow puppets stage and the puppets. First, prepare duplex and kalkir paper. Second, fold the back of the duplex paper about 20 centimeters in from each side. Third, use cutter to cut out a large window in the center of duplex paper. Forth, place transparent paper up against the back of the window and glue the edges. Fifth, draw the window of duplex paper with the suitable picture of the story that is going to be performed using the pen. Sixth, color or thicken them using color markers. Seventh, cut a piece of Styrofoam into four and glue them up in the back of duplex and transparent paper. The puppet stage is ready.

To make puppets, first, find the pictures of the puppet characters. Second, draw the characters of the story using the permanent markers, and third, cut the pictures and put a stick or wires on the back side of the pictures using the tape. The puppet is ready to use.



Following is the teaching scenario using puppets show.

Teacher's Activities	Students' Activities
<ol style="list-style-type: none"> <li>telling the story of Mahabharata,</li> <li>asking the students to choose a part of story,</li> <li>asking the students to write the story in Indonesian and English,</li> <li>checking the students' work and asking them to revise,</li> <li>asking the students to memorize the story,</li> <li>preparing the materials from any resources,</li> <li>finding the steps of creating shadow puppet,</li> <li>explaining the steps and also the part of shadow puppet like stage and puppet characters,</li> <li>asking the students to measure the duplex paper, draw a window on it then cut it,</li> <li>asking the student to place the transparent paper up against the back of the window and glue the edges,</li> <li>showing the original Javanese puppet characters to the student,</li> <li>guiding the students to draw the puppet pictures in the mica paper using the permanent board markers,</li> <li>asking the student to cut the pictures of the puppet characters,</li> <li>giving an example to give the stick/wire on the back side of the picture of the puppet character and glue using the tape,</li> <li>asking the students to tell the story without the puppet, and finally</li> <li>preparing the puppet show with the student,</li> </ol>	<ol style="list-style-type: none"> <li>listening carefully to the story</li> <li>choosing part of Mahabharata story</li> <li>writing the story and consulting it,</li> <li>revising the story,</li> <li>memorizing it,</li> <li>arranging what to do with the materials prepared by the teacher,</li> <li>helping the teacher to find the steps to make the shadow puppet,</li> <li>Listening to the teacher's explanation,</li> <li>measuring it,</li> <li>placing transparent paper up against the back of the window and gluing the edges,</li> <li>paying attention on the pictures and modifying the original pictures,</li> <li>drawing the puppet characters like <i>Dewi Kunti</i>, <i>Arjuna</i>, <i>Sengkuni</i>, and also the palace and some trees,</li> <li>cutting the pictures of the puppet characters,</li> <li>paying attention on the teacher's explanation, then doing the same things to other puppet characters,</li> <li>telling the story without the puppet,</li> <li>helping the teacher and playing the puppet show as the puppeteer,</li> </ol>

### Creating Pop-Up Pictures

The materials to create Pop-up pictures include used box of aqua or other snacks, white *manila* paper, colorful silver paper, glue, colorful markers, color pencil, pencil, eraser, and pen.

It may take about four hours to create the pop-up pictures, and needs 4 meetings (4x90') to practice performing.

To create the pop-up pictures, first, prepare used boxes and cut them until it forms a board. Second, draw a picture of the story including the people and the setting of place. Third, color the picture and glue in the board and then fold it up. Fourth, crumple the silver paper to cover the rest of the board which is not covered by the picture. Fifth, fold up the place and the characters of the story. The pop-up picture is ready.



Following is the teaching scenario using Pop-up Pictures

Teacher's Activities	Students' Activities
<ol style="list-style-type: none"> <li>telling one of the legends of Tulungagung to the students,</li> <li>asking the students to retell the story in Indonesian and English,</li> <li>checking the students' work,</li> <li>asking the students to memorize the story</li> <li>asking the students to learn about the expression, mimic, and gesture when retelling the story,</li> <li>providing the used boxes and other materials for the students,</li> <li>showing the students some pictures,</li> </ol>	<ol style="list-style-type: none"> <li>listening to the story,</li> <li>telling the story using both Indonesian and English,</li> <li>revising it based on the teacher's suggestion,</li> <li>memorizing their story,</li> <li>learning how to retell the story well,</li> <li>helping the teacher to prepare the materials needed for creating media of storytelling,</li> <li>thinking about what to draw for the</li> </ol>

8. asking the students to draw the pictures that consists of the setting and characters of the story, 9. asking the students to color the pictures, gluing it in the used box and folding it up, 10. crumple the silver paper to cover the rest of the used box, 11. asking the students to tell the story without the pop up pictures, 12. asking the students to retell the story using pop up pictures,	pop-up pictures, 8. drawing six sequences of pictures in the pieces of white paper that consists of the characters and setting of the story, 9. following the instruction of the teacher, 10. gluing the crumple silver paper in the rest of the used box, 11. retelling the story without pop up pictures, 12. telling the story using pop-up pictures,
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### ***The Strengths of Puppets and Pop-Up Pictures as a Storytelling Media***

Various media are available to support the students in the storytelling competitions such as realia, dolls, puppet, pop-up, etc. Every media offers its strengths and weaknesses. Some medias are too expensive to purchase, some others can not be reused, while some others are complicated and so on. However, shadow puppet and pop-up pictures created by the students themselves have some strengths that can support the students more than other media.

#### ***Shadow Puppet Strengths***

Shadow puppets offer several strengths for both the story tellers and the audiences or judges. First, shadow puppets deal with Javanese traditional culture, as declared by the UNESCO as Indonesian masterpiece. Second, shadow puppets teach a lot of moral values. Third, shadow puppets are unique and rarely used that is why it is interesting for both the audiences and the judges. Fourth, shadow puppets are cheap and simple. Fifth, puppet shows can use reusable effective media. Sixth, puppet shows teach the linguistic and kinesthetic intelligence at the same time. Seventh, puppet represents the real life for the students to learn the language, get knowledge and take experience. Last, puppet shows develop confidence and courage. Based on those strengths of puppets, student will feel more confident and have more courage.

#### ***Pop-Up Pictures Strengths***

Pop-up pictures have some strengths to support the students' performance in the storytelling contests. First, pop-up is beautiful and attractive. Second, it is cheap. Third, it is simple to make and to bring in the storytelling contest. Fourth, pop-up provides the chance for the students to have the communication with the audiences, have the eyes contact, show the storyteller's different expressions in each played character and at the same time focus on the language accuracy, fluency, story, and media.

### ***Implementing Puppet Shows and Pop Up Pictures***

Empirical data to show how puppet shows and pop-up pictures can successfully be used to motivate and support students to reach success in storytelling competitions were collected from the implementation of this strategy. The activities of the students of Junior High School 2 Ngunut Tulungagung who were assigned to join the storytelling competition last January and February in MAN Kunir Blitar and SMKN 1 Boyolangu Tulungagung were described. One nine grader was assigned by as the puppeteer and one eight grader as the storyteller using pop-up pictures. These two students did not have good English skill yet. However, they developed high motivation to join this competition.

The students were assigned to think about an interesting story which represents their culture. Then, they decided to use the History of Mahabharata and the Legend of Baruklinting. With the help of their English teacher they wrote the story, learned it and developed the appropriate puppet show and pop-up media to support their performance. They only had two weeks to prepare for the competition, to create the media, to memorize the story, to prepare the costume, as well as to practice their performance in front of the crowd. They had to practice their performance using the media without looking at their notes. First, they had to memorize and speak in front of a lot of people. The next thing to do was to train their voice, expression, mimic and gesture. They had to practice shouting, crying, laughing as required in the story. The last practice was learning to use their media.

When the date of the competition came, the students dressed up as a puppeteer and *Kebaya*, Javanese lady clothes. None of the contestants used puppet and pop up. There were three judges in this competition, two from USA and one was from MAN Kunir. The evaluation was based on the use of language; fluency, pronunciation, and intonation and the performance; voice, expression, body language, and property. The result of these two students from SMPN 2 Ngunut got the 4<sup>th</sup> rank and the 15<sup>th</sup> rank.



No.	Name	School	Score	Rank
1.	Afifah Khoirunnisa	MTsN Kunir	746.00	1
2.	M. Nailul Asma	MTsN Kunir	737.33	2
3.	Dwi Ayu Lestari	SMPN 2 Ngunut	728.00	3
4.	<b>Sadrakh Setyo Bkti</b>	SMPN 2 Ngunut	716.00	4
5.	Aldila Oktaviana Putri R.	MTsN Kanigoro	714.00	5
6.	Citra Trilaksana	MTsN Aryojeding	709.00	6
7.	Cindy Ekhsa	MTsN Kanigoro Kras	708.67	7
8.	Silvia Fitriana	MTsN Ngantru	705.67	8
9.	Madelyn	MTsN Kanigoro Kras	701.33	9
10.	Izam Rafi Kanafi	MTsN Sumberjo	698.00	10
11.	Nikmatus Sholihah	MTsN Sumberjo	693.00	11
12.	Bela Ayu Safitri	MTsN Sumberjo	691.67	12
13.	Sinta Luluk F	MTsN Aryojeding	688.67	13
14.	Yuda Wiranata	MTsN Kanigoro Kras	685.67	14
15.	<b>Tavia Yuga Ayutia</b>	SMPN 2 Ngunut	682.33	15
16.	Nurika Fahmi Rodiyah	MTsN Ngantru	665.67	16
17.	Siti Masruroh	MTsN Kanigoro Kras	664.00	17
18.	Binti Nuril Vahidda	MtsN Aswaja Tunggangri	661.67	18
19.	Dwi Era Mileni	MTs Aswaja Tunggangri	637.00	19

**Table 1 The Result of English Story Telling Contest in MAN KUNIR Blitar 2014**

The second competition that the students joined was the English skill competition run by SMKN 1 Tulungagung. This competition was different from the first competition since this competition consisted of written test and spoken one. With a month time, the teacher asked the students to be better prepared. The teacher trained their speaking and gave more exercise in grammar. However, this competition was harder than the previous one. One of the two students got eliminated from the first round. They also prepared better costume. No other participants used better media and better costume. The evaluation of the storytelling competition was based on the use of language and expression. This student of SMPN 2 Ngunut again got the fourth.

## Discussion

Telling a story using puppets enables students to improve their English as well as their character. Students who learn about Mahabharata epic will be able to understand other people since a puppet story gives great moral values. Besides, puppet is shown to be an effective way for creating an atmosphere of good communication between the storyteller and the audience. Since it is a masterpiece of Indonesia, storytelling using puppet enables the students to contribute in keeping one of the Indonesian culture. As stated by Sarma and Devi (2013) puppet has six social impacts to promote and preserve traditional culture, to entertain, to provide education, to introduce children to puppet theatre, to give social awareness of the message and communication. Puppet can be used as the bridge for the puppeteer and the audiences, no matter whether the audiences are people who understand English or not.

For the pop-up pictures, as the second media, some people considered that pop-up is expensive. This is a rare media produced by book publishers because of the difficulty and the high cost. If the students can make the media using the cheap materials, they can increase creativity and save their money. Besides, the students also can get some encouragement to join the competition. A research conducted by Mahadzir and Phung (2013) about the use of augmented reality of pop-up book showed that the pop up could offer attention, relevance, confidence and satisfaction to the students after learning using this pop-up book. Using pop-up as the storytelling media to motivate the students to join storytelling competition is a good example of supporting the students to improve their creativity and create a high quality media to learn.

## Conclusion and Suggestions

Puppet and pop-up pictures are the media that can build the students' motivation in joining English competitions. Shadow puppets can build the students' confidence, courage, creativity, linguistic and kinesthetic intelligence because it is unique, rarely used, interesting, and building awareness of Indonesian culture and a reusable media.. While pop-up pictures are beautiful, interesting, cheap, simple and can be used as an effective media for the communication between the storyteller and the listeners or audiences. To reduce the costs, students should try to develop their own media, so that they can save their money and most importantly, they feel fully engaged to support their performance in the competition.

Research related to the use of puppet and pop-up as one of the many media to teach English including to support the performance in order to show the students' English ability such as storytelling competition is suggested. These two media are not only suitable to young learners but also to the higher level students. Besides, future researchers might be able to create these media into a research and development product or use these media to improve their teaching or to solve the problems faced in the classroom. This research paper is expected to be used by the future researcher as a reference to conduct deeper researches related to these two media and motivate the students to join competition and get more achievement for their English ability.

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